VOLUME 30

SPRING/1993

A Reading Paradigm to Meet the Needs of All Students Charles W. Bonds and Don Sida	2
How Well Do People Spell?	9
The Reading Habits of Adult Learners	
	21
Use of Cognitive Schema by Children Who Are Deaf for Comprehending	
Narrative Text	26
Whole Language and Phonetic Spelling	35
An Attempt to Enhance Young Children's Self-Concepts:	1
A Follow-Up Report	41
Oral Language Development Through Storytelling: An Approach	
to Emergent Literacy Daniel A. Kies, Idalia Rodriguez and Frieda V. Granato	43
School and Classroom Reform: Humanistic Principles to Consider William H. Scotti	49
Literacy 2000: Challenge to Parents	56
Orton-Gillingham: A Reading Strategy Revisted	
Candice Taylor Chandler Robert Munday James W Tunnel and Robert Windham	59

VOLUME 30

SUMMER/1993

Censorship of Children's Books on the Rise: Schools Need	
to be Prepared	66
The Reading Recovery Program as it Relates to Understanding DeEtta Kay Reynolds	76
Learning Styles and Metacognition	82
"Self-Reports Compared With Observer Reports: Elementary	
Teachers' Uses of Literature"	86
Effects of Instructional Method on Reading Comprehension	
	93
Who Discerns the Enhancement of Young Children's Self-Concepts?	
Thomas S. Parish and J. R. Necessary	101
Imagery During Reading Improves Comprehension of the	
At-Risk Reader Maurine V. Richardson, Mary N. Ayers and Garreth G. Zalud	105
Fluency in Reading: Risk Success	109
Emergent Literacy: Young Children's Experiments with Written Communication	
	113
Integrating Art and Language Arts for First Grade At-Risk Children	
	117
Basal Sidenotes: Do They Effect the Comprehension of Poor Readers	122
Standardized Reading Tests: Concerns, Limitations,	125

VOLUME 30

FALL / 1993

Learning Strategy Instruction: Exploring the Potential	1
of Metacognition	130
Innovative Teaching in the 1990's: Technology Competencies Needed by Teachers	
of Preschool Age Children with Severe Disabilities	134
나는 사람들은 사람들이 되었다. 그들은 사람들은 사람들은 사람들은 사람들은 사람들이 되었다. 사람들은 사람들은 사람들이 되었다.	
Self-Esteem of Low Achieving First Grade Readers Following Instructional	
Intervention Elaine Traynelis-Yurek and T. Stevenson Hansell	140
	10. 75
Identifying and Serving the Gifted Reader	147
[[설계상화제시] [[환경 : 10] [[기] [[환경 : 10]	
Reading, Writing with Art Leads to Literacy	
Maurine V. Richardson and James A. Richardson	161
Maurine V. Kicharason and James A. Kicharason	151
어느 바다 가는 사람들은 얼마 가는 것이 없는 것이 없는 것이 없는 것이 없는 것이 없는 것이 없는 것이 없다.	
Instruction for Effective Teaching and Behavior	
Management	157
Out From Between a Rock and A Hard Place: Whole Language	
in Tennessee J. Amos Hatch	161
Christ Charles	166
Prediction: A Valuable Reading Strategy	166
Storytelling: The Real Story	171
Reading Attitudes and Preservice Teachers	176
Improving the Teaching	
of Fractions	180
of Fractions	100
시간 사람들은 나를 하면 있다. 그리고 그 사람들은 그리고 하는 것이 되었다. 그리고 그 그 없다.	
Enhancing Student Enthusiasm: Support for the Distance Learning	
Model of Education	184
Syllabication and the Teaching of Reading	186
Francisco in Matacham Identification of Salf	190

VOLUME 30

WINTER/1993

and Comprehension of Science Text	
Rosa P. O'Mallan, Christy L. Foley and Craig D. Lewis	194
Elementary Teachers Read-Aloud Practices	202
Phoneme Awareness Facilitates Beginning Reading:	
A Plan for First Grade	209
Retention of Content as a Function of Presentation Mode	
and Perceived Difficulty	216
A Meta-Analysis of the Effect of Sentence-Combining on	
Reading Comprehension	228
	17
Realizing the Wednesday Surprise: Building Adults Literacy	
with Picture Books	232
Teachers' Preferences for Reading Materials	
George Canney and Christine Neuenfeldt	238
Writing and the Language Arts	246
An Investigation of Teachers' Attitudes Toward Gifted and Handicapped Students	
Thomas S. Parish Marilynn D. Menuey and William Charles Knowles	250